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ABSTRACT

In the first year of a 3-year funding cycle, Project Go-For-It, a multisite bilingual education project, provided instructional and support services to 292 gifted and talented limited-English-proficient speakers of Haitian Creole/French, Vietnamese, Chinese, Spanish, and Italian at 3 high schools. The project's aim was to provide individualized instruction in English as a Second Language (ESL) and content area subjects. Project Go-For-It met its ESL objective, but did not meet stated content area course objectives. Non-instructional objectives that were accomplished include attendance rate and staff development. It was not possible to assess whether objectives in parent involvement and guidance and counseling were met. Stated objectives for curriculum and test development were not met. Program weaknesses include insufficient intersite coordination, inadequate space for the resource center at two sites, and an unrealistic criterion for content area passing grades. Program strengths include successful implementation of the ESL component and staff development activities. Recommendations for improvement include an improved passing criterion for content area courses, coordination of site activities to ensure similar duties among personnel and promote the exchange of ideas, and additional encouragement for parent participation in project-sponsored activities. (MSE)

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EVALUATION SECTION
John E. Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT
PROJECT GO-FOR-IT

1987-1988

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PROJECT GO-FOR-IT*

1987-88

SUMMARY

- Project GO-FOR-IT was fully implemented. During the 1987-88 school year, participating students received instruction in English as a Second Language (E.S.L.) and bilingual content area subjects, and counseling. The program also provided staff development and parental involvement activities.

- The program met its objectives in E.S.L., student attendance rate, and staff development activities. The program did not meet the stated objectives for content area courses and curriculum development. It was not possible to assess the achievement of objectives in counseling and parental involvement activities because data were unavailable.

Project GO-FOR-IT was a Title VII-funded program for the provision of instructional and support services. In the first year of a three-year funding cycle, the project served 292 gifted and talented, limited English proficient (LEP) speakers of Haitian Creole/French, Vietnamese, Chinese, Spanish, and Italian. The project sites were Lafayette, New Utrecht, and Sarah J. Hale High Schools in Brooklyn. The project's aim was to provide individualized instruction in E.S.L. and content area subjects. The project also proposed to use an interdisciplinary curriculum to teach computer science and career education, and provide enrichment and extracurricular activities.

Students were selected on the basis of their scores on the Language Assessment Battery (LAB), demonstrated strengths in one or more academic areas and recommendations from grade advisors. The program focused on developing reading and writing skills in English, and identified and referred students to other programs and resources.

Office of Research, Evaluation, and Assessment personnel examined course passing rates, performance on the LAB, attendance data provided by the program, information obtained from interviews of program and school personnel, and observations of classes to evaluate the program.

In the instructional component, the program met its E.S.L. objective, as students showed significant gains on LAB scores,

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*This summary is based on the final evaluation of "Project GO-FOR-IT 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

and at least 90 percent of the students achieved a passing grade of 65 percent on teacher-made tests in E.S.L. The program did not meet the stated content area course objectives of grades of 85 or better in courses in selected content areas.

The program accomplished some of its noninstructional objectives. The attendance rate of program students was at least 15 percent higher than that of mainstream students, and reports of staff development activities indicated that the project achieved this objective. The objectives related to parental involvement and guidance and counseling could not be assessed since data were unavailable; however, all three sites organized parent activities and provided career advisement to students. The program did not meet its stated objective for curriculum and test development.

The major weaknesses of the program included insufficient intersite coordination, inadequate space for the resource center at two sites, and an unrealistic criterion for the passing grade for content area courses. Major strengths of the program were the successful implementation of the E.S.L. component and activities for staff development.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Set a more realistic passing criterion for content area courses instead of the current 85 percent score.
- Coordinate activities at the three GO-FOR-IT sites to ensure that personnel have similar duties and promote interchange of ideas among sites.
- Provide more encouragement for parental participation in project-sponsored activities.

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I. INTRODUCTION

OVERVIEW

Project GO-FOR-IT was a multisite bilingual education project that had completed its first year of Title VII funding. The project's primary goal was to enable gifted and talented bilingual students to participate in programs that otherwise would have been denied them because of their limited English proficiency (LEP).

The project proposed to offer enrichment and extracurricular activities to 300 gifted and talented LEP students whose native languages were Haitian Creole/French, Vietnamese, Chinese, Spanish, or Italian. Project GO-FOR-IT proposed to provide individualized instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and content area subjects. It also proposed to use an interdisciplinary curriculum to teach computer science and career education as well as the content areas.

SCHOOL AND COMMUNITY CONTEXT

Project GO-FOR-IT operated at three high schools in Brooklyn: New Utrecht, Sarah J. Hale, and Lafayette. These schools were selected because they served large numbers of recent immigrant LEP students. These schools have been providing E.S.L. and/or bilingual educational services for over a decade.

Sarah J. Hale High School

Sarah J. Hale High School had a history of bilingual

education dating back to 1975, when it was chosen as the site of a pilot bilingual project for Spanish-speaking LEP students. The most recent Title VII funding received by the school targeted Spanish- and Haitian Creole-speaking LEP students.

In 1987-88 approximately 10 percent of Sarah J. Hale's students were LEP. Of those, approximately half were native Spanish speakers and half native Haitian Creole speakers.

Because of its vocational programs in cosmetology, business education, and health careers, Sarah J. Hale drew students from all over Brooklyn. They had the choice of pursuing either a full academic program to prepare for college or vocationally oriented courses to prepare to enter the job market as soon as they graduated.

The Project GO-FOR-IT office was located in Sarah J. Hale's annex, adjacent to its main building.

New Utrecht High School

New Utrecht had participated in three previous Title VII projects since 1975, for Italian-, Spanish-, Chinese-, and Vietnamese-speaking students. This year, 18 percent of the students enrolled at New Utrecht were LEP. Of those, about one-fifth were native speakers of Chinese (either Mandarin or Cantonese), one-fifth were Spanish speakers, one-tenth were Italian speakers, and the rest were speakers of one of a dozen or more other languages.

Lafayette High School

Lafayette High School had not received any Title VII funding in recent years. The school's student body was predominantly Italian until the recent influx of Asian, especially Chinese, students. Eight percent of the students enrolled at Lafayette were LEP. Half of those were Chinese-speaking and one-fifth were Spanish-speaking.

ORGANIZATION AND STAFF

Project GO-FOR-IT personnel at each site consisted of a Title VII resource teacher/talent specialist. At Lafayette and New Utrecht, the assistant principals (A.P.s) for foreign languages supervised the resource specialists; at Sarah Hale, the A.P. for communication arts supervised the resource teacher/talent specialist.

The project director was an experienced professional administrator who had been involved in designing and developing bilingual projects for the past 12 years. He was proficient in several of the project's target languages but did not work directly with project students. As director, he operated out of the Office of High School Bilingual/E.S.L. Programs and oversaw Project GO-FOR-IT activities at all three schools. He held several meetings for GO-FOR-IT staff at the central office, kept in regular telephone contact with each site, and made several site visits.

Sarah J. Hale's resource/talent specialist had been involved with bilingual programs for 20 years. She was the school's

bilingual coordinator and knew most of the school's LEP students. She was a native speaker of Spanish, the language of half the project's students, and she worked closely with the school's family assistant and its bilingual guidance counselor, both of whom spoke Haitian Creole, the next most highly represented language among GO-FOR-IT students.

New Utrecht's resource/talent specialist had a degree in counseling, had been a counselor in a Taiwanese school. She spoke Mandarin.

Lafayette's resource/talent specialist also served as the school's LAB/BESIS coordinator and its bilingual grade advisor. She had thirty credits beyond her master's degree and had spent eighteen years in bilingual or E.S.L. programs. She spoke Spanish and Italian, two of the project's target languages.

Because the opportunities for interaction or articulation among sites were few, the resource/talent specialists were largely unaware of project activities at other sites, and did not regularly exchange ideas and resources or provide mutual support and collaboration to solve common problems.

PHYSICAL FACILITIES

Project GO-FOR-IT at New Utrecht was located in a large room that had multiple uses. The resource/talent specialist had a desk and storage space, and kept resource materials and books in a locked closet rather than on open shelves, because nonproject students used the room and had lockers there. Because space was limited, the talent specialist did not have the privacy needed to

meet with and counsel students.

The resource/talent specialist at Sarah J. Hale shared a well-equipped office with other bilingual program personnel. The space was adequate for administrative purposes and for meeting individually with students, but too small to be a satisfactory resource center.

At Lafayette, the project office was located in a large, partitioned section of the school library. GO-FOR-IT shared this space with Project AMERICA, another Title VII program at Lafayette. Lafayette's facilities were satisfactory for use as a resource center.

II. STUDENT CHARACTERISTICS

The program served a total of 292 students. The majority were born in Haiti and the People's Republic of China. Other large numbers of students were born in the Dominican Republic, Puerto Rico, Vietnam, Italy, and Hong Kong.

The project provided age and grade data for 288 students. (See Table 1.) Most were in grades ten and eleven. Fifty-one percent were overage for their grade placement. Overall, students' mean years of education in the United States was 2.2; their mean years of education in the native country was 8.2.

Project staff reported substantial academic differences within each language group, rather than among groups. While many Asian students were high achievers in science and mathematics, they frequently had problems with social studies. The performance of Chinese students were dependent upon whether they were from the People's Republic of China, Taiwan, or Hong Kong. Teachers noted that students from rural areas were sometimes at a disadvantage because of their inadequate academic preparation and poor skills in the native language.

LEP students from many nations faced intergenerational conflicts as they tried to adjust to their new environment. Cultural contradictions seem to have been most acute among students from Asia.

Additional background factors affecting student performance were the need for after-school and weekend employment to help support the family; the need to serve as translators because of

TABLE 1

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1				1
14	9	1	1		11
15	17	12	1		30
16	10	32	15	2	59
17	8	26	23	7	64
18	6	18	28	20	72
19		7	10	13	30
20		5	7	7	19
21		1		1	2
TOTAL	51	102	85	50	288*

Overage Students	Programwide				
Number	24	57	45	21	147
Percent	47.1	55.9	52.9	42.0	51.0

Overage Students	Lafayette High School				
Number	6	12	14	6	38
Percent	54.5	50.0	58.3	42.9	52.1

Overage Students	New Utrecht High School				
Number	5	12	20	14	51
Percent	26.3	50.0	48.8	45.2	44.3

Overage Students	Sarah J. Hale High School				
Number	13	33	11	1	58
Percent	61.9	61.1	55.0	20.0	58.0

Note: Shaded boxes indicate expected age range for grade.

*Data were missing for four students.

- Fifty-one percent of program students were overage for their grade.
- Sarah J. Hale had the highest percentage of overage students (58 percent).

the inability of other family members to speak English; and the pressure to excel at school placed on them by parents who had achieved relatively high educational levels in their native countries but had to take menial jobs in this country.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students were selected on the basis of their scores below the twentieth percentile on the Language Assessment Battery (LAB)*; demonstrated strengths in one or more academic areas; and recommendations from school staff, teachers, guidance counselors, and grade advisors.

Each project student took one to three periods of E.S.L., depending upon her/his LAB score. To help integrate project students with their English proficient (E.P.) peers, it was required that all LEP students study physical education, music, and hygiene with mainstream students.

Mainstreaming was a gradual process at all three sites, with each offering transitional E.S.L. classes, as well as bilingual content area classes.

The main criterion for mainstreaming at all three schools was a score above the twentieth percentile on the LAB. Mainstreaming appeared to be most gradual at Sarah J. Hale.

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

Unless they formally requested transfer to a mainstream class, mainstreamed bilingual students were kept in the same official class. The bilingual coordinator said that by the time most students scored above the twenty-first percentile on the LAB they were ready to graduate.

Lafayette staff said that bilingual students usually did well after mainstreaming. They cited several LEP students who had won school medals or enrolled in honors English in their senior year.

At New Utrecht, last year's salutatorian and valedictorian both were former bilingual students. The school assigned one counselor to work with language-minority students from the time they entered the bilingual program through their years in the mainstream.

III. EVALUATION FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated GO-FOR-IT by examining student achievement data, inspecting project documents, interviewing school and project staff, and observing classes.

INSTRUCTIONAL ACTIVITIES

Project GO-FOR-IT proposed instructional objectives in E.S.L. and content area subjects.

English as a Second Language

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English language proficiency.

Implementation. Although the English-language skills of GO-FOR-IT students varied, they tended to be in more advanced E.S.L. classes.

Lafayette High School offered four levels of E.S.L. Basic-level students received three periods of instruction per day; intermediate- and advanced-level students received two periods per day; and those in transitional classes received one period per day. All basic level classes had educational assistants. All E.S.L. classes were credit bearing. Enrollments ranged from 27 to 34.

New Utrecht High School also offered basic, intermediate, advanced, and transitional levels. Basic-level students received three daily periods of instruction; intermediate-level students two periods; and advanced- and transitional-level students one or

two periods. With two exceptions, the school limited enrollment in tax-levy classes to 25 or less. There were no Chapter 1-funded E.S.L. classes. Two P.C.E.N.-funded educational assistants served in basic-level E.S.L. classes. The majority of GO-FOR-IT students were in advanced or transitional classes.

Like the other two GO-FOR-IT sites, Sarah J. Hale offered four levels of E.S.L. Basic E.S.L. was offered for two or three periods per day, and the intermediate- through transitional-levels each were offered for one period per day. Tax-levy classes contained as many as 30 students, while Chapter 1 classes usually were limited to 23 students. Because new LEP students arrived throughout the school year, Chapter 1 enrollments sometimes exceeded the maximum.

The aim of an intermediate-level E.S.L. class observed at Sarah J. Hale was: "What must we remember when speaking in public?" Twenty-one students were present, crowding the very small classroom. The teacher began the lesson by asking the class to review the elements of a good speech. The students responded in highly animated fashion. The teacher then asked the students to deliver speeches they had prepared on one of several suggested topics. After some initial hesitation, several students volunteered. The teacher asked the class to evaluate each presentation. While only a few students volunteered to speak, most members of the class wanted to critique their classmates' performances. A paraprofessional walked up and down

the aisles to help establish order and see if students were taking notes.

Outcomes. To assess students' achievement in English reading, data analysts computed a correlated t-test on students' LAB N.C.E. scores.* The t-test determined whether the difference between pretest and posttest mean scores were significantly greater than would be expected from chance variation alone.

The project provided complete LAB pretest and posttest N.C.E. scores for 140 students.(See Table 2.) Pretest/posttest N.C.E. score differences were statistically significant ($p < .05$) for all schools and all grades. The overall effect size was .55, indicating moderate educational meaningfulness.** Both the mean gains and effect size suggest significant improvement in the students' English language proficiency. In addition, results of teacher-made tests in E.S.L. and regular English classes show that, overall, at least 90 percent of the students achieved a passing grade of 65 percent. Project GO-FOR-IT achieved its E.S.L. objective.

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*Raw scores were converted to N.C.E. scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

**The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .20 is considered to be only slightly so.

TABLE 2

Results of
the Language Assessment Battery, (N.C.E. Scores)

Grade	Number of students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t value	Effect Size
9	24	11.3	11.9	19.2	9.8	7.9	9.83	3.92*	.80
10	41	18.5	12.1	24.4	14.1	5.9	13.84	2.73*	.42
11	48	16.5	11.5	22.9	15.7	6.3	10.17	4.32*	.62
12	27	17.8	8.9	22.2	13.8	4.4	8.71	2.61*	.51
TOTAL	140	16.5	11.5	22.6	15.0	6.1	11.01	6.54*	.55
				Results by Site					
Lafayette	47	19.3	12.3	24.1	14.9	4.8	13.04	2.51*	.37
New Utrecht	55	16.7	11.8	24.0	15.8	7.3	10.30	5.26*	.71
Sarah J. Hale	38	12.5	8.8	18.5	13.6	6.0	9.22	3.99*	.65
TOTAL	140	16.5	11.5	22.6	15.0	6.1	11.01	6.54*	.55

*$p<.05$

- Posttest scores were significantly higher than pretest scores in all grades and in all schools.

Content Area Subjects

- Eighty-five percent of all target students will achieve a passing grade of 85 percent or better in the subject areas of mathematics, computer science, social studies, and science, as indicated by results on teacher-made final tests, using tabulation of grade results.

Implementation. Although many GO-FOR-IT students could master science and mathematics with relative ease, their lack of English proficiency made it harder for them to read and understand social studies material and to organize and write essays. The resource/talent specialist at Lafayette High School focused on developing the reading and writing skills needed to pass the social studies Regents examination. She scheduled several periods per day for intensive small-group tutoring and discussion sessions. She found it best to organize groups of three to ten students and to ensure academic but not necessarily cultural homogeneity.

Also at Lafayette High School, native Chinese speakers taught biology and chemistry. They taught mainly in English, but used the native language to explain some concepts. Lafayette lacked a Chinese-speaking social studies teacher. Until it could recruit one, a monolingual English-speaking teacher taught social studies with the help of a Chinese-speaking paraprofessional.

In the fall, Sarah J. Hale High School provided the following courses taught in Haitian Creole French/English and Spanish/English: global history, American history, economics, and physical science. It also offered biology to Spanish-speaking students. And in the spring Hale offered fundamental and

consumer mathematics to Haitian Creole French-speaking students and sequential mathematics to Spanish-speaking students. In addition, the school offered project students cosmetology and business education courses taught in English. It planned to introduce both as bilingual courses for Haitian Creole French speakers in the fall of 1988.

New Utrecht offered the following bilingual courses to native Chinese speakers: biology, Chinese-American studies, American history, and global studies. It offered bilingual biology to native Spanish speakers, as well as biology taught with an E.S.L. approach; and it offered mainstream computer science, industrial arts, architectural drafting, and typing.

An OREA field consultant observed a bilingual biology class of 19 for Chinese-speaking LEP students at New Utrecht. The teacher used Chinese only when students did not understand his English. For the most part, the students used Mandarin to answer questions, but both English and Mandarin to make comments. The teacher conducted the class in a formal manner; the students participated actively.

A field consultant also observed a bilingual American history class of 17 at Sarah J. Hale. The teacher and the students used Spanish almost exclusively. The aim of the lesson was to understand the factors behind the United States' entry into World War II. Before presenting the causes himself, the teacher asked the students for their own analyses. In discussing the League of Nations, the teacher tried to draw parallels with

the United Nations. In this class, individual students or pairs of students presented material they had prepared. It was very effective. Unfortunately, the noise level in the classroom was very high because of wall dividers that didn't reach the ceiling.

Twenty-seven students attended a bilingual American history class observed at New Utrecht. The teacher used English predominantly, but did not hesitate to speak or write Chinese if the students did not follow his English. The lesson was: "What was the role of American women during World War II?" The lesson employed a question-and-answer format. The teacher introduced the topic by asking about the traditional role of American women. He asked questions and made his major points in English, and then wrote them on the blackboard in Chinese. Although the class consisted mainly of Cantonese speakers, they did not seem to have any problem understanding the teacher, who was speaking Mandarin.

Outcome. Because GO-FOR-IT students were gifted, the project established a passing criterion of 85. However, this criterion proved too stringent, as an examination of the results suggests. Between 29 and 38 percent of the students reached the established passing criterion. (See Table 3.) The project failed to meet its content area subject objective.

The results looked very different when the usual passing criterion of 65 was used. Between 89 and 96 percent of the Project GO-FOR-IT students achieved this criterion.

TABLE 3

Student Achievement in Content Area Courses

Site	Area	Fall		Spring	
		Number of Students	Percent Passing[a]	Number of Students	Percent Passing[a]
Lafayette	Mathematics	70	40	66	41
	Science	57	21	48	29
	Social Studies	51	31	59	14
New Utrecht	Mathematics	83	58	103	56
	Science	66	45	89	46
	Social Studies	82	60	95	71
Sarah Hale	Mathematics	101	20	96	16
	Science	101	27	98	13
	Social Studies	101	19	97	12
TOTAL	Mathematics	254	38	265	38
	Science	224	31	235	29
	Social Studies	234	36	251	35

[a]Indicates a passing grade of 85 percent or better.

- At no site in no subject area during no semester did at least 85 percent of participating students achieve grades of at least 85.
- For the most part, students seemed strongest in mathematics.

NONINSTRUCTIONAL ACTIVITIES

Project GO-FOR-IT proposed noninstructional objectives in the areas of student attendance, guidance and counseling, staff development, curriculum and test development, and parental involvement.

Attendance

- The attendance rate of target students will be 10 to 15 percent greater than that of mainstream students as indicated by school records, tabulating and comparing the percentages of attendance of program students and mainstream students.

OREA compared the attendance rate of program students to the schoolwide attendance rate, which included the attendance of both program and mainstream students. The difference in the attendance rate of target students and mainstream students was between 15 and 33 percentage points, indicating that the project achieved the stated student attendance objective. (See Table 4.)

Guidance and Counseling

- Each student in the program will meet with the talent specialist for career advisement at least two times during the school year on an individual basis as indicated by program records.

New Utrecht's resource/talent specialist interviewed each project student at least once to learn about migration history, academic strengths and interests, and family or personal problems. She met more frequently with students who had special academic needs or family or personal problems. She had begun to organize a database system containing this information. A major portion of her time was spent helping the school's tax-levy

TABLE 4

Attendance Rates for Program and Mainstream Students

School	Fall		Spring		Schoolwide Attendance
	Number of Students	Attendance Rate	Number of Students	Attendance Rate	
Lafayette	70	93.3	73	91.4	76.5
New Utrecht	86	98.5	115	96.3	65.5
Sarah Hale	101	94.8	99	95.5	74.6
TOTAL	257	95.6	287	94.8	---

- At all sites and in both semesters, project students' attendance was at least 15 percentage points higher than schoolwide attendance.

bilingual guidance counselor work with Chinese-speaking students who had academic or personal problems.

The Title VII staff person at Sarah J. Hale referred to herself as "the project coordinator." Since only 60 percent of her time was Title VII funded, her responsibilities were not limited to GO-FOR-IT students. She said she knew each GO-FOR-IT student. In addition to this Title VII resource/talent specialist, the school's tax-levy bilingual Spanish-speaking grade advisor and its Haitian-speaking family assistant provided academic and personal counseling, college and career advisement, and maintained family contacts.

Lafayette's Title VII resource/talent specialist also was funded on a 60 percent basis. Working the rest of her time as bilingual grade advisor and E.S.L. coordinator, she provided academic counseling, college advisement, and career counseling to both project and nonproject LEP students. She met several times with each project student and provided intensive instructional services to individual students.

Because the project did not provide the required information for every site, it was impossible to determine whether the project met its guidance and counseling objective.

Staff Development

- Ninety percent of program staff will demonstrate professional growth by completing and passing courses of study, as indicated by college transcripts, and by attending in-service training sessions, as indicated by certificates and attendance records.

The project director held two meetings in January 1988 which Project GO-FOR-IT and other Title VII staff attended. The first meeting was on how to collect evaluation data, the second dealt with budgetary matters.

Sarah J. Hale's bilingual guidance counselor enrolled in a two-semester Title VII-funded course at Medgar Evars College entitled "Computers and History." Six monthly departmental staff meetings took place between September 1987 and February 1988 at the same school. The school did not provide information regarding the agenda of these meetings.

New Utrecht's A.P. for foreign languages held three bilingual department meetings between November 1987 and the end of February 1988, all pertaining to Project GO-FOR-IT. The resource/talent specialist completed a three-credit, Title-VII-funded E.S.L. methodology course entitled "Phonetics of American English" at Hunter College during the spring of 1988.

Lafayette's GO-FOR-IT talent specialist did not attend any formal credit-bearing courses. She had, however, recently attended a workshop on teaching gifted children. Lafayette's in-service staff development program, held at the school in January 1988, involved both Title VII and tax-levy staff. It served to inform non-Title VII staff about funded bilingual programs. The director of Lafayette's other Title VII project AMERICA collaborated in this program, which was entitled "Supplementary Services for E.S.L./Bilingual Students."

The project achieved its staff development objective.

Curriculum and Test Development

- The curriculum specialists will have developed four interdisciplinary subject matter-oriented and -applied E.S.L. curriculum guides geared for the gifted and talented high school bilingual student in the ninth- and tenth-grade mathematics, science, social studies or computer science courses as indicated by project-developed inventory.

- Project staff will have developed at least two appropriate testing instruments in the native languages of the project in order to properly identify and place the gifted and talented bilingual high school student as indicated by project-developed inventory.

Project GO-FOR-IT on-site staff were not aware of the curriculum development objective. The project director said that curriculum development activities would begin in the summer of 1988. Project GO-FOR-IT, therefore, did not achieve its curriculum development objectives.

Parental Involvement

- Parents of target students will demonstrate more parental involvement than parents of mainstream students by demonstrating 10 percent to 15 percent higher attendance at school functions, comparing tabulation of attendance of program and mainstream parents at school functions, as indicated by school records.

Sarah J. Hale held a Bilingual Students' and Parents' Orientation Meeting in September 1987 but did not provide attendance data. The school also held two Parents' Advisory Council meetings; five parents attended the first and six attended the second. Forty-two parents attended the first of two

parent/teacher meetings; the school did not provide data on attendance at the second.

Lafayette High School held a Parent Advisory Council meeting in January. Seven parents of students enrolled in the school's bilingual projects attended. The school also held two afternoon and evening open-school conferences. Thirty-seven parents attended the first; the school did not provide attendance figures for the second.

The talent specialist at New Utrecht High School began E.S.L./orientation classes for parents and community members in February 1988. Approximately 15-20 individuals attended the initial class. The project did not supply attendance figures on subsequent classes. New Utrecht did not report any other project-related parent activities.

The project did not provide comparative attendance figures for mainstream parents or complete data for program parents. Because of this lack of data, it was not possible to assess the parental involvement objective.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project GO-FOR-IT was, for the most part, successful in implementing the activities it had proposed at all its three sites. Each school provided E.S.L. instruction and offered bilingual content area instruction or monolingual content area instruction taught with an E.S.L. approach. Sarah J. Hale offered the widest range of bilingual content area classes. However, its policy of relying heavily on the native language contradicted the project proposal, which stated that English would be "the language of instruction," and that "the native language will be used as needed to clarify and explain difficult concepts." Lafayette and New Utrecht, on the other hand, did adhere to this policy.

Overall, intersite coordination and articulation was inadequate. In particular, monitoring by the project director to ensure compliance with the project proposal was insufficient and led to uneven project performance. Lafayette was the only site that established an adequate "bilingual educational enrichment center" which served as a focus for the project and provided students easy access to resource materials and other information geared to gifted and talented LEP students.

Students made significant N.C.E. gains on the LAB; the attendance rate of targeted students was at least 15 percentage points greater than that of the total school population; all sites provided a variety of staff development activities; project staff completed relevant college courses. Project GO-FOR-IT met

E.S.L., attendance, and staff development objectives.

The proportion of students achieving a passing grade of 85 in content area subjects did not reach the proposed criterion of 85 percent; the project did not develop the specified curriculum or tests. It achieved neither the content area nor the curriculum and test development objectives. The project did not provide the data necessary to assess the accomplishment of the guidance and counseling and parental involvment objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Set a more realistic passing criterion for content area courses instead of the current 85 percent score.
- Coordinate activities at the three GO-FOR-IT sites to ensure that personnel have similar duties and promote interchange of ideas among sites.
- Provide more encouragement for parental participation in project-sp*nsored activities.